

DOCUMENT RESUME

ED 051 614

EC 032 614

AUTHOR Griffing, Barry L., Comp.
TITLE Special Education in California 1969-70.
INSTITUTION California State Dept. of Education, Sacramento.
Div. of Special Education.
PUB DATE 70
NOTE 27p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Educational Programs, *Exceptional Child Education,
*Handicapped Children, State Aid, *State Programs
IDENTIFIERS California

ABSTRACT

Intended to provide an orientation to special education under the jurisdiction of the California State Department of Education, the publication presents a summary of the status of special education in California and an overview of provisions made to serve children with physical, mental, and emotional exceptionalities. The history of special education in California is briefly summarized and the functions of the Division of Special Education are reviewed. Described are the system of five state special schools and the three following bureaus through which the Division works to carry out its programs: Bureau for Mentally Exceptional Children, Bureau for Physically Exceptional Children, and Bureau for Educational Improvement for Handicapped Children. General administrative and statistical information on special education programs is reported, as are the state financial support of special education in 1969-1970 and certain specialized activities and projects. (KW)

EC032614

ED051614

Special Education in California

1969-70

EC 032 614E

CALIFORNIA STATE DEPARTMENT OF EDUCATION, Max Rafferty, Superintendent of Public Instruction, Sacramento, 1970

ED051614

Special Education in California

1969-70

Compiled by

BARRY L. GRIFFING
Assistant Chief
Division of Special Education

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.



S. W. Patterson

This report was initiated by S. W. Patterson, Chief of the Division of Special Education for one year prior to his death on June 30, 1969. The Department of Education is pleased to present it to those interested in special education in California.

ED02191A

FOREWORD

California initiated special education programs and services for exceptional children over 100 years ago. Since the beginning, continued efforts have extended the range and improved the quality of programs and services. Special education in California gives evidence to the commitment that all children must be given the opportunity to realize their fullest potential.

This publication has been prepared to provide a summary of special education in California at this point in time. It will help school administrators, teachers, parents of exceptional children, and all citizens of California gain an overview of provisions made to serve children who have physical, mental, or emotional exceptionalities.

A handwritten signature in cursive script, reading "Max Rafferty". The signature is written in dark ink and is positioned above the printed name.

Superintendent of Public Instruction

This publication was edited and prepared for photo-
offset production by the Bureau of Publications,
California State Department of Education, and was
published by the Department, 721 Capitol Mall,
Sacramento, CA 95814.

1970

PREFACE

The public schools have the responsibility for providing educational opportunities for all children and youth commensurate with their abilities. The schools, therefore, must maintain educational programs of sufficient scope, quality, and flexibility to meet the unique needs and special abilities of all exceptional children. The state of California provides varied programs under the general direction of the Division of Special Education in the State Department of Education which are designed to assist the "exceptional child" to attain the skills, attitudes, understanding, and behavior patterns necessary for him to function and participate in society to the extent his capacity will allow.

An exceptional child is one who diverges intellectually, physically, socially, or emotionally from what is considered normal growth and development so that he requires a special class or supplementary instruction and services in order to function and learn.

The purpose of the information compiled in this publication is to provide an orientation to special education under the jurisdiction of the California State Department of Education.

I express my appreciation to these staff members for the assistance they gave Mr. Griffing in preparing this report: Richard Outland, Consultant in Education of Physically Handicapped Children; Joseph P. Rice, Chief, Bureau for Mentally Exceptional Children; and Arthur E. Phelan, Chief, Bureau for Educational Improvement for Handicapped Children.

CHARLES W. WATSON

*Associate Superintendent of Public
Instruction; and Chief, Division
of Special Education*

CONTENTS

	<i>Page</i>
Foreword	iii
Preface	v
A Brief History of Special Education in California	1
Status of Special Education in California, 1969-70	2
Functions of the Division of Special Education	3
Bureau for Mentally Exceptional Children	3
Bureau for Physically Exceptional Children	4
Bureau for Educational Improvement for Handicapped Children	5
State Special Schools	6
General Information on Special Education Programs	8
State Financial Support of Special Education, 1969-1970	12
Specialized Activities and Projects	15

CHARLES P. HAYES
 Director, Division of Special Education
 State of California
 Sacramento, California

A Brief History of Special Education in California

California has long been a pioneer in the development of programs designed to meet the needs of the handicapped. Her interest in special education dates back to the year 1860, when the California Institute for the Deaf and Dumb and the Blind was established in San Francisco. Additional funds were appropriated by the Legislature in 1865 for buildings, and the school was established in Berkeley in 1867.

In 1897 the city of Los Angeles established special classes in the public school program by opening a public day class for deaf children. This date marks the beginning of public school provisions for the handicapped child.

Other years in which significant events occurred are:

- 1907 – Legislation authorized school districts to establish a visual system of instruction for deaf pupils ages three to twenty-one.
- 1916 – San Francisco established a speech correction program in public schools.
- 1921 – School districts established classes for mentally retarded children.
- 1926 – A hearing screening program was initiated.
- 1927 – The California Legislature enacted laws allowing reimbursement to school districts for excess costs in the education of the handicapped.

Several private organizations such as the California Society for Crippled Children and the

American Hearing Society pressed for legislative provisions during the pioneer days of special education programs. It was also the desire of many parents that their children be educated in day classes near their homes and not be dependent completely on residential schools for the child's entire educational life.

By 1940 the Education Code contained authorization for the establishment of special education programs for almost all types of physically handicapped children. The efforts of parents, teachers, agencies, and interested citizens brought programs for handicapped children into existence in many communities throughout the state. The need for leadership at the state level led to the establishment of the Bureau of Special Education in the California State Department of Education in 1947. In 1957 the bureau was transferred to the Division of Special Schools and Services; that division had responsibility for the administration and supervision of the state residential schools for the deaf, blind, and neurologically handicapped. In 1961 the programs of special education in the public schools had increased in number to the point where a second bureau became necessary to serve programs for mentally retarded, educationally handicapped, and gifted minors. These bureaus are now the Bureau for Physically Exceptional Children and the Bureau for Mentally Exceptional Children. With the growth of federal programs, a third bureau came into existence, now known as the Bureau for Educational Improvement for Handicapped Children. In 1969 the title of the Division of Special Schools and Services was changed to Division of Special Education.

Status of Special Education in California 1969-70

A very real problem in securing appropriate programs for handicapped minors exists today. Keen competition is seen among numerous interested groups to initiate, expand, and improve programs for various public priorities. These programs include national defense, crime prevention, riot control, poverty reduction, unemployment, job training, pollution control, health improvement, and education.

Even within education urgent pressures exist for setting priorities. Areas of education include higher education, education in the ghettos, schooling for minorities, needs of bilingual children, provisions for the gifted and the talented, and education for the handicapped.

Public education in California exists by direction of the Legislature. This direction flows from the charge in the Constitution that it encourage intellectual, scientific, moral, and agricultural improvement for the general diffusion of knowledge and intelligence essential to the preservation of the rights and liberties of the people.

No language exists in the Constitution to indicate that access to such knowledge is restricted to those without physical, mental, emotional, or social blemish or exceptionality. Indeed, mankind has long manifested concern for individual differences whether these be of pigmentation, physical condition, intellectual capacity, or emotional integrity. In fact, since the beginning of time, each generation has been tutored to take heed of the

poor, the unfortunate, the lame, the halt, and the blind.

Unfortunately, however, the institution fashioned by society to promote the diffusion of knowledge among the citizens of the rising generation has, until recent times, ignored and largely excluded exceptional children and youth. So complete and continuous has been this exclusion that in California, in spite of its Herculean effort of recent decades, probably fewer than 60 percent of its exceptional minor population is enrolled in special education programs.

Fairness requires that note be taken of the truly remarkable progress achieved over the last 20 years in providing special education for handicapped minors in California. Indeed, the achievement approaches the monumental when it is recalled that approximately 248,700 handicapped minors were reported enrolled in 1967-68. This reported enrollment occurred during a period in time when the state was in a giant struggle to house, equip, supply, and staff the public schools to accommodate an ever-increasing enrollment of nonhandicapped minors. The magnitude of these accomplishments takes on even greater proportions when it is appreciated that these increases occurred during a time of great turbulence that created heavy burdens arising out of the need for national defense, foreign aid, the Korean conflict, and the conflict in Southeast Asia.

Functions of the Division of Special Education

The mission assigned to the Division of Special Education in the State Department of Education is to promote and to direct special instruction for exceptional children. Two primary goals arise for the division as it carries out its mission: (1) to bring special instruction (special education) to exceptional children yet awaiting identification and enrollment; and (2) to assess and upgrade specialized instruction being provided exceptional children currently enrolled in special education programs.

In carrying out its programs, the Division of Special Education works through three bureaus and five state special schools. The bureaus work with and through school districts and county superintendents of schools. All five of the state special schools render direct services to handicapped minors in attendance.

Bureau for Mentally Exceptional Children

The Bureau for Mentally Exceptional Children is assigned the statewide responsibility for planning, directing, supervising, evaluating, and coordinating four statewide public school special education programs, including:

Programs for the educationally handicapped as authorized by the Education Code, commencing with Section 6750

Programs for the mentally gifted as authorized by the Education Code, commencing with Section 6421

Programs for the mentally retarded as authorized by the Education Code, commencing with Section 6902

Programs for development centers for handicapped minors as authorized by the Education Code, commencing with Section 16645.1

The overriding objective of the bureau is to provide leadership for the establishment of quality educational programs for mentally handicapped and exceptional children. A subsidiary objective is

to enforce minimal standards according to law and regulations. In order to discharge this objective, the professional staff, working in conjunction with county superintendents' offices and local school personnel, performs the following tasks: (1) develops, coordinates, and modifies as needed, statewide policies and practices regarding handicapped and exceptional children; (2) helps local units establish, maintain, and improve quality special education programs; (3) supervises those programs already in existence, interprets regulatory provisions, and processes program applications for divergence from Education Code or regulatory requirements; (4) provides technical and instructional consultation for the development of sound curriculum and the improvement of existing programs; (5) evaluates existing programs, makes appropriate recommendations for legal or regulatory changes, and conducts needed research; and (6) provides general administrative services to the Department and the State Board of Education, such as preparing manuscripts for publication, gathering information, conducting local and regional workshops, or engaging in statewide planning for total special education program development.

All of the programs served by this bureau have goals and objectives that are qualitatively different from goals for normal children. For mentally retarded children, goals must be realistically stated in terms of the limited capabilities of the students; for the gifted, more ambitious goals for leadership, creative outputs, and scholarly attainment must be stated in order to develop and utilize our nation's talent pool. Thus, of the five programs served by the bureau, three broad program components may be envisioned:

1. *Programs for learning-disabled children* (e.g., educationally handicapped, which includes neurologically handicapped, emotionally disturbed, and behaviorally disordered children). Programs for these children are geared toward the following: (a) through remedial, rehabilitative, and educational

processes, return of the child to full participation in the regular school situation; (b) improved student behavior and adjustment to peers and society through enhanced self-control and social awareness; (c) following specific remediation, ability of the educationally handicapped child to learn to handle and cope with his handicapping conditions in systematic and predictable ways; and (d) awareness of the child of his personal assets and strengths and ability to capitalize upon these toward full realization of his potentiality. This population is estimated to include between 150,000 and 300,000 children in California schools.

2. *Programs for talented and gifted children* (e.g., mentally gifted minors, including culturally disadvantaged gifted with potential for including creative, artistic, and leadership talent). Programs for these minors focus on the following learner objectives: (a) to excel in academic attainment through acquisition, organization, and evaluation of knowledge; (b) to become adept at such intellectual skills as analysis of problems, definition of problems, and identification of alternative solutions to problems; and (c) to create original and worthwhile products. This population is estimated to include 150,000 mentally gifted students and up to 500,000 otherwise talented pupils.

3. *Programs for retarded children* (e.g., the profoundly retarded – development centers – and ranging through the trainable mentally retarded to borderline or educable mentally retarded). Programs for these minors seek: (a) to lead to the formation of habits enabling them to understand themselves and to get along with others; (b) to lead to the formation of habits promoting emotional security and independence; (c) to enable them to become adequate members of a family and to become future homemakers; (d) to provide for instruction in the basic tool subjects to the limit of the pupils' abilities to benefit from such instruction, with emphasis upon communications and computational skills necessary for solving the problems of everyday living; (e) to enable them, within the limits of their abilities, to participate in a productive way of life and work for the purpose of earning their own living; and (f) to enable them to participate in occupational and vocational experiences within the school environment and within the community in developing toward economic self-sufficiency. This population includes from 75,000 to 120,000 children.

Bureau for Physically Exceptional Children

The Bureau for Physically Exceptional Children provides advisory, coordinative, and supervisory services to school districts and county superintendents of schools regarding the development, improvement, and evaluation of special education programs. These programs include the following category areas as authorized by Education Code sections 6801 and 6802:

- Deaf and hard of hearing
- Blind and partially seeing
- Aphasic
- Orthopedic and other health impaired
- Speech handicapped
- Other minors with physical illnesses or physical conditions which made attendance in regular day classes impossible or inadvisable
- Minors with physical impairments so severe as to require instruction in remedial physical education

The primary objective of the bureau is to render professional leadership toward development of quality educational programs for all physically handicapped minors. Some of the major tasks of the bureau are: (1) to develop, promote, and coordinate statewide policies and practices for the education of physically handicapped children; (2) to confer with federal, state, and local school officials in the development of the curricula organization and administration of educational programs for physically handicapped children; (3) to interpret and implement laws, rules, and regulations relative to special education programs for physically handicapped children; (4) to consult and confer with school boards, administrators, teachers, parents, and others; (5) to promote, guide, and conduct surveys, studies, and research on the problems of physically handicapped children; (6) to counsel with school officials and teacher education institutions regarding preservice and inservice training of teachers and other personnel concerned with educating physically handicapped children; and (7) to prepare bulletins, manuals, and other written materials relative to the instruction, organization, and administration of special education programs for physically handicapped children.

The bureau operates the Clearinghouse-Depository for the Visually Handicapped pursuant to Education Code Section 10301; the depository

coordinates and brings into existence specialized instruction materials required for the education of blind and partially seeing minors in the public schools.

Direct services to preschool blind minors are provided in southern California by the bureau. Services consist of parental guidance, consultation, and instruction in the early development and training of young blind minors. Assistance is provided in beginning the formal educational program for such minors.

The Bureau for Physically Exceptional Children also administers the Southwestern Region Deaf-Blind Center for four western states - Arizona, California, Hawaii, and Nevada - with funds provided under Title VI-C (P.L. 89-750, Part C, Centers and Services for Deaf-Blind Children) of the Elementary and Secondary Education Act of 1965, as Amended. The present activities of the center are to identify deaf-blind minors residing in the four-state region and to see that appropriate diagnostic and evaluation services are directed to such multihandicapped minors.

Educational programs for physically handicapped minors have generally been geared to help the impaired child remediate handicapping conditions to the extent possible and to maximize his positive attributes for learning cognitive, affective, and psychomotor skills. Education has no miracles to completely offset or overcome severe disabling impairments such as those affecting sensory channels of learning or severe crippling conditions. Education can and has reduced the limiting results of handicaps in children and youth by stressing the following: (1) amelioration or remediation of the physical handicapping conditions; (2) language development; (3) communication skills; (4) independent mobility; (5) health self-concepts; (6) realistic occupational preparation; and (7) healthy attitudes in living and working with others.

Bureau for Educational Improvement for Handicapped Children

The Bureau for Educational Improvement for Handicapped Children administers Title VI-A (P.L. 89-750, Part A, Assistance to States for Education of Handicapped Children) of the Elementary and Secondary Education Act of 1965, as Amended, and other federal aid programs for handicapped children. The bureau provides administrative, advisory, consultive, and supervisory services to the State Department of Education, county superintendents of schools, and school districts to assist

these agencies to initiate, expand, and improve special education and related services to handicapped children at the preschool, elementary, and high school levels.

The "California State Plan, Title VI, ESEA,"¹ identified five major areas of priority to focus on for improvement of services to handicapped children. They are:

- Development of a statewide master plan for special education
- Strengthening of intermediate levels of operation in curriculum development and program evaluation
- Development of quality leadership for implementing and supervising programs
- Support of specific local programs which demonstrate a potential to influence statewide improvement of educational programs for the handicapped
- Demonstration and promotion of pioneering and experimental programs and projects

In addition to the preceding, two other specific priorities have emerged under the incentive of Title VI-A. One is the extension of services to children of preschool age. This would enable school districts to provide a more effective educational program, especially in communicative skills, to the blind, deaf, retarded, and emotionally disturbed. Another priority is the identifying, locating, and categorizing of handicapped students within the state. At the present time, it is reliably estimated that about one-half of all students who need special programs are not identified.

The bureau chief and two program development consultants work with the staff of the Division of Special Education to coordinate activities of federal programs for the handicapped; to disseminate information about federal funding; to develop procedures and guidelines for making application for funds and for evaluating and recommending projects; and to assist applicants in operating project activities and services for handicapped children.

This bureau administers two programs for the training of professional personnel in the education of handicapped children. Programs can be categorized and described in terms of the source of the funding - federal or state:

¹Submitted by the California State Board of Education and approved by the U.S. Office of Education on September 21, 1967.

Federal. Public Law 85-926, as Amended (Grants for Teaching in the Education of Handicapped Children) makes money available to the State Department of Education and to selected teacher training institutions. Funds awarded, based on a state plan, can be used for (1) support of individuals in training at the junior, senior, post-bachelor, or post-master levels; (2) special study institutes (the institute is a multipurpose training vehicle, usually short-term); and (3) special project and program development grants. The purposes of these grants are to plan; to try new models of training; and to evaluate the effectiveness and efficiency of models in the preparation of personnel. Basically, these grants provide the tools for assistance in developing, implementing, and testing new approaches for the training of personnel.

State. State money is available to provide financial support to practicing teachers for attendance at summer school to improve their qualifications as teachers of exceptional children. Two programs currently are in operation: (1) a program for training teaching personnel in all areas of exceptionality except educationally handicapped, financed under what are commonly referred to as "Section 6875 grants"; and (2) a program for teachers of the educationally handicapped, financed under what are commonly referred to as "Section 6970 loans."

The bureau supervises one consultant loaned to the Department of Education by the University of Southern California Instructional Materials Center for Special Education. This specialist coordinates activities relating to instructional materials centers throughout the state.

State Special Schools

California provides five state residential schools for the education of handicapped children. The central office of the Division of Special Education has the overall responsibility for coordinating and directing the operations of the five schools, which are under the immediate charge of superintendents in residence on the campuses of the schools or residing nearby.

The purposes of the five state schools are to provide diagnostic and educational assessment services and instructional programs for exceptional children. Present legislation specifies that school districts and county superintendents' offices shall make provision, when feasible, for educational programs for all handicapped children. The residential programs and services are needed in instances

in which adequate instructional programs are not available because of the nature of the handicapping condition, the geographical area of legal residence, or home and community problems.

California School for the Blind

(3001 Derby St., Berkeley, CA 94705)

This school provides educational services from kindergarten through grade nine (high school students attend classes in the public schools of Oakland), room and board, guidance, specialized counseling, medical and dental care, and a wide variety of extracurricular activities for 123 normal blind and multihandicapped blind for whom no appropriate educational service exists in local communities. Eighteen deaf-blind pupils were also enrolled for a highly specialized educational program and residential services in 1968-69.

In June, 1969, 30 of the normal blind and multihandicapped blind left the school for the following placements: four transferred to vocational rehabilitation, 23 returned to public school programs, two graduated from Oakland Technical High School, and one moved to another state.

California Schools for the Deaf

(2601 Warring St., Berkeley, CA 94704
and 3044 Horace St., Riverside, CA 92506)

These schools provide educational and residential services to deaf minors. Enrollment priority is given to deaf pupils for whom no adequate educational facilities are available in local communities. Children may be enrolled at the preschool level and continue through grade twelve, with special instructional methods provided for the deaf. A vocational department provides instruction for junior high and high school students in preparation for a specific trade.

The school in Riverside has recently initiated a new program for multihandicapped deaf minors; e.g., deaf-mentally retarded or deaf-emotionally disturbed. The school in Berkeley conducts an orientation and training program for parents of preschool-age deaf children during the regular school year followed by an annual one-week summer nursery school-parent institute for preschool deaf children and their parents.

During 1968-69 these schools provided educational and residential services to 1,040 deaf minors (Berkeley, 501 minors and Riverside, 539 minors). In June, 1969, the two schools graduated 101 pupils (Berkeley, 59 and Riverside, 42).

Recent contacts with 55 of the graduates from the Berkeley school indicated that 13 are attending

Gallaudet College, four are enrolled in the National Technical Institute for the Deaf, eight are attending Riverside City College, and eight are attending other junior colleges and business schools. Five passed entrance examinations but elected not to attend college this year. Seventeen are currently in full-time employment or engaged in on-the-job training programs.

Follow-up contacts with 39 of the graduates from the Riverside school indicated that eight are attending Gallaudet College, six are at the National Technical Institute for the Deaf, five are attending Riverside City College, two are attending San Fernando Valley State College, and two are attending an IBM school. Sixteen are gainfully employed or are housewives.

Diagnostic Schools for Neurologically Handicapped Children

(Lake Merced Blvd. and Winston Dr., San Francisco, CA 94132 and 4339 E. State College Dr., Los Angeles, CA 90032)

These two residential schools, one in San Francisco and the other in Los Angeles, provide

educational and medical diagnosis and treatment for children between the ages of three and twenty-one years with orthopedic and neurological disorders. A participant in this program is usually referred to one of the diagnostic schools by his school district, public health authority, or private physician because previous attempts at determining the child's disorders were inconclusive.

The evaluation procedure requires from one to two weeks, during which time the professional diagnostic team prescribes an educational and medical program for each child. The program is to be implemented in the child's local community. If the child cannot receive the services determined appropriate for his condition at the local level, he may be enrolled in a comprehensive educational and treatment program at one of the diagnostic schools for a period not to exceed nine months.

In 1968-69 these residential schools provided diagnosis and treatment for 505 children between the ages of three and twenty-one years with orthopedic and neurological disorders (303 children at the northern school and 202 children at the southern school).

General Information on Special Education Programs

Special education programs are mandatory for some classifications of exceptional children. For other classifications, notably the educationally handicapped and the mentally gifted, such programs are still on a permissive rather than on a mandatory basis. In one instance, that of multiply handicapped children, even permissive program authorization has yet to be enacted by the Legislature.

Generally speaking, the size of a local school system determines whether the mandate to provide special education falls to a school district or to a county superintendent of schools. Sections 894, 6801, and 6802 of the Education Code pertain to the classification of the physically handicapped, while sections 895, 6902, and 6903 are directed to that of the mentally retarded.

Types of Authorized Special Education Programs

The following types of special education programs are authorized in the various categories of programs for exceptional children:

Physically Handicapped:

- Special day classes (self-contained, integrated program of instruction, teleclasses)
- Regular day classes
- Remedial instruction
- Individual instruction (home, hospital)
- Experimental programs (deaf, severely hard of hearing, and blind)

Mentally Retarded:

- Special day classes
- Integrated program of instruction
- Experimental programs

Educationally Handicapped:

- Special day classes
- Learning disability groups
- Home and hospital instruction (individual instruction)

Mentally Gifted:

- Special day classes
- Special services or activities

Development Centers for Handicapped Minors:

- Behavior modification activities (individual and small-group)

Private Schooling:

Reimbursement of portion of tuition applicable to special education (After July 1, 1970, school districts are required to make payments toward tuition to the parent or guardian of a physically handicapped, mentally retarded, or multihandicapped minor enrolled in a private or public nonsectarian school, institution, or agency within or without the state when special education programs are not available or cannot be reasonably provided. The same provisions apply for educationally handicapped minors on a permissive basis.)

Eligibility for Public School Special Education Programs

Physically handicapped minors. Eligible minors are those who, by reason of physical impairment or physical illnesses or conditions, are unable to receive the full benefit of ordinary education facilities. Handicapped children so served include children who are blind or partially seeing, aphasic, deaf or hard of hearing, and orthopedic or other health impaired; children who have speech defects and disorders; children confined to their homes or to hospitals; and children with such handicapping conditions as tuberculosis or cardiac disorders.

Mentally retarded minors. All children who are incapable of being educated efficiently and profitably through ordinary classroom instruction because of retarded intellectual development, as determined by individual psychological examination, are eligible for special education services and special schools.

Educationally handicapped minors. Children other than physically handicapped or mentally retarded children are eligible if, by reason of marked learning or behavioral problems associated with neurological impairments, emotional disturbance, or a combination thereof, they cannot receive the reasonable benefit of ordinary education facilities.

Mentally gifted minors. Those children who demonstrate such general intellectual capacity as to place them within the top 2 percent of all students having achieved their school grade within California, as measured by standardized tests and the judgment of school personnel, may qualify for special education programs.

Multihandicapped minors. California has yet to authorize and fund special education for multihandicapped children such as the deaf-blind or the blind-emotionally disturbed.

School Ages for Special Education Programs

Educable mentally retarded: Mandated programs apply to all minors of compulsory school age, six through eighteen years of age. Permissive programs apply to minors between five years nine months

and six years of age, and to minors above compulsory school age (eighteen years) but less than twenty-one years.

Trainable mentally retarded: Mandated programs apply to minors age six years but less than eighteen years of age. A person may complete the year if he becomes eighteen while attending the program. Permissive programs apply to minors five years and less than six years of age, and to minors between eighteen years and twenty-one years of age if they are enrolled in an approved occupational training program pursuant to Education Code sections 6931 and 6932.

Physically handicapped: Mandated programs apply to all minors six years to twenty-one years of age. Permissive programs apply to all pupils between the ages of three years and six years. (Blind, deaf, and hard of hearing minors may be enrolled in experimental preschool programs between the ages of eighteen months and three years.)

Maximum Class Size Standards

Maximum class size standards are established in the statutes. The standards are given in Table 1.

TABLE 1
Maximum Class Size Standards for Handicapped in California

Type of handicap	Maximum number in class	
	Ages three through eight	Ages nine through twenty
Physically handicapped:		
Deaf	6	8
Severely hard of hearing	8	10
Combination of deaf and severely hard of hearing	6	8
Blind	8	10
Partially seeing	10	12
Combination of blind and partially seeing	8	10
Orthopedic or other health-impaired	12	16
Aphasic	6	8
Other physically handicapped	-	20
Educable mentally retarded	All ages 15*	
Trainable mentally retarded	12	
Educationally handicapped		

*If chronological age span is less than five years, maximum class size is 18.

Statistics

In 1968-69, a total of 207,273 physically handicapped pupils were enrolled in locally maintained special education programs. Such enrollment for the mentally retarded was 78,165; for the educationally handicapped, 41,328; and for minors enrolled in development centers for handicapped minors, 1,037. In addition to these handicapped pupils involved in special education programs, 103,357 mentally gifted pupils were involved in special education programs.

The U.S. Office of Education believes the number of exceptional children, exclusive of the mentally gifted, who need special education at any given time will be 10 percent of the number of pupils enrolled in kindergarten and grades one through twelve. Since the October 31, 1968, school enrollment in California was 4,412,035 for these grades, according to the USOE 10-percent figure, California might have as many as 529,444 exceptional minors in need of special education.

California has not conducted statewide research as to the percent of the minor population likely to be handicapped and in need of special education. The breakdown shown in Table 2 is used by the Division of Special Education in estimating the number of handicapped minors it is possible to find in a given community in California. In arriving at the estimates, an enrollment of 4,313,045² in kindergarten and grades one through twelve for the spring of 1968 was used as a base, in conjunction with other state and national statistical studies on populations of exceptional children.

Directories and Bulletins

Directories are available which give the location of special education programs provided by school districts and county superintendents of schools. The directories are prepared annually from infor-

mation provided by school districts and county superintendents. Distribution is made to all district and county superintendents, and to persons in those local education agencies who serve as directors, coordinators, or supervisors of special education programs.

Upon request, single copies of the directories are available without charge to other school personnel, parents, and citizens. Such requests should be directed to the unit concerned, as follows:

Bureau for Mentally Exceptional Children:

Educationally handicapped (emotionally disturbed, neurologically impaired)

Mentally retarded (educable – Education Code Section 6902; trainable – Education Code Section 6903)

Mentally gifted

Development centers for handicapped minors

Bureau for Physically Exceptional Children:

Blind and partially seeing (visually handicapped)

Deaf and hard of hearing (hearing handicapped)

Orthopedic and other health impaired

Speech handicapped, including the aphasic

Division of Special Education:

Directory of California administrators of special education programs

In addition to the directories, the division has issued bulletins for nearly every type of exceptional minor which describe the educational, social, and psychological needs of such minors and offer suggestions regarding special services and programs which experience has shown best serves these needs. Information regarding the bulletins available, together with their costs, can be obtained from the Fiscal Office, Order Section, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

²Enrollment in California Public Schools, Spring and Fall, 1968. Prepared by the Bureau of Administrative Research and District Organization. Sacramento: California State Department of Education, 1969, p. 2.

TABLE 2
Statistical Estimates of Exceptional Children in California Public Schools

Type of handicap	Percent of total enrollment		
	Recommended expectancy*	Theoretical expectancy†	Actual expectancy‡
Physically exceptional minors			
Deaf	.08 §	.08	.07 §
Severely hard of hearing	.05 §	.05	.04 §
Moderately hard of hearing	.95	.95	.07
Blind	.04	.05	.03
Partially seeing	.06	.06	.03
Orthopedic or other health impaired	1.5	.5	.27
Speech handicapped	4.	4.	2.86
Aphasic	.02	.02	.01
Pregnant minors	.2	.2	.06
Remedial physical education	1.	1.	.95
Deaf-blind		.017	
Total, physically exceptional	7.9	6.927	4.39
Mentally exceptional minors			
Development Centers for Handicapped Minors	.2	.1	.033**
Educationally handicapped:			
Seriously emotionally disturbed	.85	1.5	.425
Neurologically handicapped	.3	.5	.15
Combined (seriously emotionally disturbed and neurologically handicapped)	.85	1.5	.425
<i>Total, educationally handicapped</i>	<i>2.</i>	<i>3.5</i>	<i>1.</i>
Mentally retarded:			
Educable mentally retarded	2.	2.	1.3
Trainable mentally retarded	.3	.25	.2
<i>Total, mentally retarded</i>	<i>2.3</i>	<i>2.25</i>	<i>1.5</i>
Mentally gifted	3.	3.	2.5
Total, mentally exceptional	7.5	8.85	5.033

*Recommended expectancy is that percent of any general school population in California expected to be enrolled in programs for the handicapped, based upon the Department of Education's best estimates of prevailing programs.

†Theoretical expectancy is that percent of any given population expected to have the handicapping condition. The percent is based upon an analysis of available data.

‡Actual expectancy represents the known percent of handicapped children enrolled in special programs based upon the data available.

§Includes enrollment in state residential schools.

**Through 1971.

State Financial Support of Special Education 1969-70

A complete picture of the expenditures for special education would include the local and state effort. The state support existing in 1969-70 for current expenses is as follows:

1. For *special day classes*, including an integrated program of instruction, a computational formula for determining allowances was established by the Legislature effective July 1, 1969. Allowances are computed by:

A. Dividing the average daily attendance of the special day classes for the particular program by the maximum class size established by law and increasing the quotient to the next highest integer where a fractional amount is produced

B. Multiplying the amount computed in A, number of classes to be considered, by a total support guarantee of:

\$17,260 for physically handicapped
13,890 for mentally retarded
15,260 for trainable mentally retarded
16,260 for educationally handicapped

C. Reducing the product computed in B by:

\$355 per unit of a.d.a. for kindergarten, grades one through eight, and junior high, grades seven and eight

\$488 per unit of a.d.a. for grades nine through twelve

\$643 per unit of a.d.a. for grades thirteen and fourteen

D. For extended classes, adding an amount to B above obtained by dividing the aggregate number of days by the number of days taught in regular schools of the district and multiplying the quotient by the support guarantee figure

2. For support of programs for *physically handicapped minors*, other allowances are:

In regular day classes — \$1,018 per unit of a.d.a.
For remedial instruction — \$2,000 per unit of a.d.a.

For individual instruction — \$1,300 per unit of a.d.a.

For remedial physical education — \$775 per unit of a.d.a.

As additional allowance for the blind — \$910 per unit of a.d.a.

3. For support of programs for *educationally handicapped minors*, other allowances are:

For learning disability groups — \$1,880 per unit of a.d.a.

For home and hospital instruction — \$1,300 per unit of a.d.a.

For special consultation — \$10 per unit of a.d.a.

4. For support of programs for *mentally gifted minors*, allowances are:

For identification — \$40 per pupil

For participation — \$60 per pupil full time; \$30 per pupil half time

5. For *transportation* of physically handicapped and trainable mentally retarded minors, an allowance of \$389 is provided under Education Code Section 18062 for each unit of average daily attendance in special day classes to and from which the pupils are transported by districts or county superintendents of schools. When vehicles are used exclusively for such purpose, 75 percent of any expense in excess of the allowance not exceeding \$73 per unit of a.d.a. is allowable.

6. For programs in *development centers* support is provided by an amount based on \$1.75 per child-hour of attendance and up to \$675 per year per child for transportation reimbursement. Schools participate by contributing to employee retirement benefits, providing facilities to house the center, and authorizing the use of available administrative staff time. State law prohibits the schools from participating financially in any other manner except that the districts may also levy permissive override taxes.

7. Support for the *residential schools* is provided out of the General Fund. State residential schools do not derive revenue from the State

School Fund. The residential schools have obtained some limited federal funds, primarily ESEA, Title I (P.L. 89-313), for special projects or activities.

Transportation costs for pupils attending the schools for the blind or for the deaf on a day-pupil basis are provided to the school district of residence pursuant to provisions in Education Code Section 18062.

State School Building Aid

School districts, if eligible for State School Building Aid, may secure financial assistance in providing necessary housing and equipment for the education of exceptional children. Provisions authorizing school housing aid for exceptional children are to be found in sections 19681-19689 of the Education Code.

Education Code Section 19681 provides that no more than 3.5 percent of any sum appropriated by the Legislature at the 1952 Second Extraordinary Session and not to exceed 3.5 percent of the proceeds of the sale of any state bonds for state school building aid, including the proceeds of the bonds authorized by Section 17 of Article XVI of the California Constitution, may be expended for school housing aid for exceptional children. The obligation of any school district receiving an apportionment for classrooms under this law to repay such apportionment shall not extend to more than one-half of the amount of the apportionment (Education Code Section 19684).

Allocations for State Housing Aid for Exceptional Children are restricted to children who are blind, partially seeing, aphasic, deaf, hard of hearing, mentally retarded, educationally handicapped, or orthopedically handicapped, including

the cerebral palsied or speech handicapped (Education Code Section 19683). Provisions relative to the building area required to provide for adequate facilities for exceptional children are to be found in the California Administrative Code, Title 5, Education, Section T5-14046; and in resolutions adopted by the State Allocation Board for educationally handicapped and trainable mentally retarded minors. Such area allowances are in addition to the allowances made for nonhandicapped pupils.

Since 1952 the State Allocation Board has financed the construction of 1,728 classrooms on the basis of 21,884 exceptional children identified by the applicant districts. Approximately 80 percent of the children assigned to the facilities were mentally retarded, comprising 15,592 educable mentally retarded and 1,870 trainable mentally retarded pupils. The next largest group consisted of 1,755 educationally handicapped children, nearly all of whom are being housed in facilities approved in the past three years. Facilities have also been provided for children with sight and hearing defects, orthopedic handicaps, and cerebral palsy.

Most of the special facilities are placed in regular schools of the district so that handicapped children can have the benefits of special help without being isolated from other children.

During the 1968-69 fiscal year (see Table 3), facilities were approved for 1,844 exceptional children at a cost of \$6.7 million. Over two-thirds of the classroom capacity approved during the year was for the educable mentally retarded and the educationally handicapped, each accounting for well over 600 pupils.

TABLE 3
Pupils Identified as Exceptional Children and Cost of Facilities Approved
Under the California School Building Aid Law of 1952

Type of handicap	Pupils identified as exceptional children by school districts			Estimated costs of facilities*	
	1952 through June 30, 1969	1968-69	1967-68	1968-69	1967-68
Educable mantally retarded . .	15,592	672	1,104	\$1,849,117	\$1,941,651
Trainable mentally retarded .	1,870	161	246	964,180	1,042,817
Blind or partially seeing	347	49	8	179,455	73,401
Deaf or hard of hearing	824	100	33	654,613	171,969
Cerebral palsied	474	0	0	0	0
Orthopedically handicapped .	933	203	179	1,316,103	1,556,783
Educationally handicapped . .	1,755	647	694	1,678,282	2,294,278
Miscellaneous and unclassified	87	12	0	94,633	0
Total	21,884	1,844	2,264	\$6,736,383	\$7,080,899

*Project costs are estimated from applications and partial data on apportionments. While most of the cost is state aid, the figures include some district funds.

Source: Based on figures in State Allocation Board 1968-69 Report to the Legislature. Sacramento: Office of Local Assistance, Department of General Services, n.d., p. 13.

Specialized Activities and Projects

Clearinghouse-Depository for the Visually Handicapped

The Clearinghouse-Depository (CDVH) assists schools to procure textbooks, reference books, and study materials in braille, large print, and recordings, as well as tangible apparatus, braillewriters, and other equipment needed by visually handicapped minors in the public schools of California. As a clearinghouse, CDVH identifies sources from which schools may obtain special aids by purchase, through exchange, or on loan; maintains a register of volunteer and commercial organizations that transcribe standard materials into special media; and, upon request, coordinates the production of materials in special media. As a depository, CDVH maintains and operates a circulating library of instructional aids of all kinds for use by schools serving visually handicapped students. All California public schools which serve blind or partially seeing minors, from kindergarten through grade fourteen, are eligible for CDVH services without charge. Materials for the CDVH inventory are secured with state and federal funds. Operating costs are included in the budget of the State Department of Education.

The CDVH coordinates and administers federal programs designed for the procurement of special study aids. The American Printing House federal quota program authorized by the Federal Act of 1879 "to promote the education of the blind," with amendments, provides an allocation of instructional materials in special media, tangible apparatus, and specialized equipment for use by blind pupils in kindergarten through grade twelve. The master tape library and duplication unit established with funds provided through Title VI-A (P.L. 89-750) of the Elementary and Secondary Education Act, as Amended, provides a service of duplicating recorded textbooks, reference books, and other study aids for schools serving the visually handicapped, physically and orthopedically handicapped, hospital and homebound, educationally handicapped, and the educable mentally retarded. A service center established through ESEA, Title

III, funds in cooperation with the California School for the Blind provides textbooks and reference books in special media for visually handicapped students enrolled in grades nine through twelve.

All special study aids provided through these programs are added to the inventory of the Clearinghouse-Depository for recall and redistribution among schools in an effort to meet the ever-growing needs of visually handicapped children and youth.

California State Library, Books for the Blind Section

Associated with the State Department of Education is the California State Library, which serves as a depository for materials that are made available to blind and physically handicapped readers by the Library of Congress. These materials include magazines and books in braille, books on magnetic tape, and talking books (complete books on long-play phonograph records).

The braille books, available for loan from the State Library, include more than 22,000 volumes, representing over 5,000 titles. There are more than 25,000 containers of talking book records, representing over 3,500 titles.

The tape program is just in the beginning stages and a limited number of titles is available.

All these materials are available for loan, free of charge, to blind and handicapped readers of all ages, and they are sent postage-free both to the borrower and back to the library.

The talking books are loaned to persons who are legally blind or who are visually or physically handicapped to the extent that they cannot read conventional print. This must be certified by competent authority. The talking books can be played on a talking book machine provided free of charge from the U.S. Government through agencies in California. The address of the machine agency in your area can be secured by writing to the State Library, Library and Courts Building, Sacramento, CA 95814.

The State Library will also furnish information about games and appliances for the blind.

Development Centers for Handicapped Minors

The state of California has become concerned that some children are without any school service and may become permanently institutionalized as the result of the lack of a school program rather than through actual need for institution or hospital services. For many children hospital placement is inappropriate and more expensive than appropriate community-based services; therefore, the development center program came into being.

The development center program, as stated in the California Administrative Code, Title 5, Section 18104,

(a) . . . shall provide for the supervision, instruction, and periodic assessment of the development of each minor admitted to the center to determine readiness for transfer to other programs, continuance in the program of the development center, or discharge. Such services shall be offered for a minimum of six hours per day and are authorized to be provided for up to 250 days per year.

(b) Program services shall include but not be limited to supervision, training, medical and psychological assessment, school nursing, feeding, speech, physical and occupational therapy (where deemed to be appropriate), transportation to and from the center, and parent counseling.

While medical and psychological examinations are required for admission to a development center, appropriate developmental levels of each child are determined by the center staff who make such determinations by actual work with the child. When the child's developmental level is established, priority behavior goals are selected and a meaningful program is developed in a logical, sequential, skill-mastery schedule. The emphasis is upon what the child can do rather than upon the limitations imposed by his handicaps.

The state law requires that only school districts or county superintendents may provide a development center for handicapped minors.

The eligibility of a minor is determined by an Admissions Committee, which studies the minor to determine whether he meets eligibility requirements and whether the program realistically meets the needs of the child. The determination of eligibility includes examinations given by a psychologist or psychometrist and by a licensed physician.

A minor may be eligible if all of the following apply:

1. He is found to be ineligible for enrollment in a regular day class.
2. He is found to be ineligible for enrollment in a special education program maintained, or authorized to be maintained, by a school district or county superintendent of schools.
3. He is found to have one or more of the following conditions: serious impairment of locomotion; severe orthopedic condition; other severe disabling conditions which have as their origin mental retardation and/or physical impairment; or severe mental retardation.

One criterion for eligibility for admission to a development center is the ability of the minor to participate in at least one aspect of the program without danger to himself or others in the performance of daily activities. It has been demonstrated that between 10 and 20 percent of those enrolled in development centers become eligible for higher level school programs.

With the exception of staff retirement benefit costs and permissive local taxes, the law limits expenditures on development centers to state funds which can total as much as \$3,300 per child for 250 days of program and transportation.

Enrollment in Special Education

A yearly compilation and report of the number of handicapped children participating in special education programs in California and the number of handicapped children who were denied enrollment in special programs is required under the provisions of Education Code sections 6941-6946. Rules and regulations for implementing these sections of the Education Code are found in California Administrative Code, Title 5, sections 3110 and 3111. The Division of Special Education has the responsibility for the operation of reporting enrollment and denial of enrollment in the special programs for handicapped.

ESEA, Title VI-C (P.L. 90-247) (Centers and Services for Deaf-Blind Children)

The Southwestern Region Deaf-Blind Center system proposal to serve deaf-blind children in Arizona, California, Hawaii, and Nevada was funded on June 1, 1969.

The grant was provided for planning a regional deaf-blind center system and for initiating a number of services and programs for deaf-blind children in the quad-states region as soon as possible. The intent initially was for the four states to ultimately assume the costs to conduct the program with their own resources after the planning, development, and operational aspects of the system are accomplished.

The California State Department of Education has concluded that (1) the educational needs of these children are urgent; (2) the number of these children is so small that educational and other services need to be planned to serve a regional area extending beyond a given state; (3) the planning should be directed to a system rather than solely to a physical center for meeting their educational and other needs; and (4) educational and other services should be started as soon as circumstances and resources will allow while the system for the region is being planned.

The extent of the region represented in the four states, the number of deaf-blind children in the three states outside of California, and the customary travel patterns of citizens generally in the three states surrounding California also give rise to the need to consider planning programs, facilities, and services for deaf-blind children on a regional basis.

The regional center will provide comprehensive diagnostic and evaluation services; remediation and habilitation programs for the education, adjustment, and orientation of deaf-blind minors; consulting services for parents, teachers, and others working with deaf-blind children; continuous reporting of deaf-blind children, including those thought likely to become deaf-blind in the quad-states region; recruitment and training of personnel for staffing programs for the deaf-blind; and comprehensive research programs to develop and demonstrate new or improved methods and techniques found to be effective with deaf-blind children. It will develop prototype legislation to ultimately authorize funding for such school programs for the education or training of deaf-blind children in special day schools, special day classes, integrated classes, remedial classes, individualized instruction, and other needs which may be determined in the planning and development of the program.

Additional information regarding this program may be obtained by writing to the California State Department of Education, Division of Special

Education, 721 Capitol Mall, Sacramento, CA 95814.

ESEA, Title VI-A (P.L. 89-750) (Assistance to States for Education of Handicapped Children)

ESEA, Title VI, Part A, authorizes the U.S. Commissioner of Education to make grants to states to assist them in initiating, expanding, and improving educational programs and related services to handicapped children at preschool, elementary, and high school levels. It is one of the broadest, most comprehensive, and most flexible programs administered by the federal Bureau of Education for the Handicapped.

Through provisions in the Act, the Bureau of Education for the Handicapped was established in the U.S. Office of Education. This new bureau provides leadership, guidance, and activities that further interrelate research and development, professional preparation programs, and improvement of educational services for handicapped children.

All handicapped children, as defined by California law, who are at preschool, elementary, and high school levels and not beyond grade twelve are eligible. Local, county, and state educational agencies may apply for grants that are designed to provide services and benefits to handicapped children in public and private schools.

The project activities should be of sufficient size, scope, and quality to give reasonable promise of substantial progress in meeting the needs of handicapped children. Project applicants must also certify that federal funds are used to supplement and not supplant local and state efforts, and that they are in fact used in an over-and-above effort.

In California, ESEA, Title VI-A, became operational in August of 1967. California received an allocation of \$1.3 million for the 1967-68 funding period and \$2.3 million for each of the next two years. The funding period runs from September 1 to August 31 of the following year. The Bureau for Educational Improvement for Handicapped Children in the Division of Special Education, State Department of Education, has administered this program. Approximately 60 projects are funded each year. About one-third of the money has been utilized to improve programs for the mentally retarded and one-third for the educationally handicapped; the remainder has been about equally divided among the other handicapped categories. The general trend of project activities funded has been toward inservice training, instruction, parent

counseling, curriculum development, and diagnostic services.

Summaries of the three funding-period project activities and additional information can be obtained by writing to the Bureau for Educational Improvement for Handicapped Children, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

P.L. 90-35 (Education Professions Development Act)

The Division of Special Education works cooperatively with the Division of Compensatory Education on those aspects of the Education Professions Development Act which involve special education personnel.

Part B-1 of the Education Professions Development Act (Title V of the Higher Education Act of 1965, as Amended) is the teacher corps program. The Bureau of Professional Development, Division of Compensatory Education, has reviewing and recommending responsibility.

Part B-2 of the Education Professions Development Act enables school districts to submit projects concerning recruiting and qualifying for teaching of people otherwise engaged.

Part B of the Education Professions Development Act includes a requirement for a state plan. The California state plan is found in Article 3.5 beginning with Section 6475 of Chapter 6.5 of Division 6 of the Education Code; and in Article 3.6 beginning with Section 13355 of Chapter 2 of Division 10 of the Education Code. This program provides for inservice training for teachers, teacher trainees, aides, and other school personnel.

Career opportunities programs under Part D of the Education Professions Development Act will also be submitted from colleges and school districts to the Bureau of Professional Development. This provides a stepladder for the training of individuals who wish to fill educational positions. This program will be in effect in 1970-71.

Additional information regarding the Education Professions Development Act may be obtained by writing to the California State Department of Education, Division of Compensatory Education, 1500 Fifth St., Sacramento, CA 95814.

P.L. 85-926, as Amended (Grants for Teaching in the Education of Handicapped Children)

This program provides grants to improve and expand the nation's resources for educating handicapped children. The funds are used to prepare

teachers and other professional personnel in special education for the handicapped.

This program is authorized by P.L. 85-926, as amended by:

- P.L. 86-158, Title II, Section 201
- P.L. 88-164, Title III, Section 201
- P.L. 88-164, Title III, Section 301
- P.L. 89-105, sections 7 and 8

A pamphlet, "Scholarship Program - Education of Handicapped Children," is available from the Division of Training Programs, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C. 20202.

Two types of grants are available for full-time study during the academic year.

Traineeships are available for juniors and seniors. Junior year traineeships provide the student with a stipend of \$300 for the academic year. Senior year traineeships provide a stipend of \$800 for the student. For seniors the college receives a supporting grant; therefore, the senior is not charged tuition or fees.

Fellowships are available for graduate study; there are two kinds. Master's degree fellowships provide a stipend of \$2,200 plus \$600 for each dependent. Post-master's fellowships provide a stipend of \$3,200 plus \$600 for each dependent. Fellowship students are not charged tuition or fees.

Recipients of traineeships or fellowships cannot concurrently be receiving any other direct federal education benefits; for example, support under P.L. 85-550 (Veterans Readjustment Assistance Act of 1952). Guaranteed loans are an exception.

Interested persons should apply to the college or university of their choice. A very limited number of grants are available through the State Department of Education.

Special study institutes are sponsored by the State Department of Education. These are short-term (three to five days) inservice training programs. From 800 to 1,000 teachers in California take part in the programs each year. Special study institute participants receive a stipend of \$15 for each day of attendance. For information regarding state-sponsored special study institutes, contact your district special education coordinator or the state consultant for the specialized area of interest.

Additional information regarding this program may be obtained by writing to the California State Department of Education, Division of Special Education, 721 Capitol Mall, Sacramento, CA 95814.

"Section 6875 Grants"

A state of California grant program, referred to as "6875 grants" as indicated in Education Code sections 6875-6878, is available to special education teachers who do not have a clear special education credential. Grants may be as much as \$50 per semester unit for course work in summer school. Courses (units) must apply toward meeting the specialized requirements for a clear credential.

Application blanks may be obtained from districts, county superintendents' offices, or the State Department of Education, Division of Special Education. Applications are returned to the district office; selection is then made in the county superintendent's office.

Payment is made to the individual by the district, not by the State Department of Education. The Department of Education makes reimbursement to the district. Local district payment and application procedures vary; interested teachers should check with their local district or county superintendent's office regarding application, verification of completion of satisfactory courses, and payment.

In summary:

1. This is a summer school program.
2. Applicants must take work that applies toward meeting the special preparation requirements for their credential.
3. Their assignment for the following fall must be a teaching assignment requiring the credential they are working to clear.
4. Grants of this type are not available to teachers of the educationally handicapped.
5. Successful candidates may attend any college in any state, if courses meet California credential requirements.
6. A "Section 6875 grant" does not preclude the grantee's receiving other forms of assistance at the same time.

Authority for this program is in the Education Code, Chapter 8.5 of Division 6, sections 6875-6878.

Regulations for implementing these code sections are in Article 1 (commencing with Section 5700), Division 6, Chapter 4 of the California Administrative Code, Title 5, Education.

Additional information regarding this program may be obtained by writing to the California State Department of Education, Division of Special Education, 721 Capitol Mall, Sacramento, CA 95814.

"Section 6790 Loans"

A state of California loan program, referred to as "6790 loans" as authorized in Education Code sections 6790-6794, is available to special education teachers who are assigned to educationally handicapped programs. Loans may be as much as \$50 per semester unit for course work in summer school. Courses (units) may be taken at any teacher-training institution listed on the application blank.

Application blanks may be obtained from districts, county superintendents' offices or the State Department of Education, Division of Special Education. Applications are returned to the district office; selection is then made in the county superintendent's office.

Payment is made to the individual by the districts, not by the State Department of Education. The Department of Education makes reimbursement to the district. Local district payment and application procedures vary; interested teachers should check with their district or county superintendent's office regarding application, verification of completion of satisfactory courses, and payment. Loans are repaid to the Department of Education.

The law makes provision for "Section 6790 loans" to be canceled at the rate of 20 percent per year for each year of successful teaching of educationally handicapped in a California public school.

In summary:

1. This is a summer school program.
2. Applicants must take work that will assist them in providing better service to educationally handicapped children.
3. Their assignment for the following fall must be a teaching assignment in an educationally handicapped program.
4. Loans of this type are available only to teachers of the educationally handicapped.
5. Successful candidates may attend any college listed on the application form.
6. A "Section 6790 loan" does not preclude the grantee's receiving other forms of assistance at the same time.

Authority for this program is in the Education Code, Chapter 8.5 of Division 6, sections 6790-6794.

Regulations for implementing these code sections are in Article 1 (commencing with Section

5700) and in Article 3 (commencing with Section 5720), Division 6, Chapter 4 of the California Administrative Code, Title 5, Education.

Additional information regarding this program may be obtained by writing to the California State Department of Education, Division of Special Education, 721 Capitol Mall, Sacramento, CA 95814.

P.L. 90-576 (Vocational Education Amendments of 1968)

The Vocational Education Amendments of 1968 are concerned with one of the oldest federal aid-to-education programs in existence, going back to the Smith-Hughes Act of 1917.

At least 10 percent of the state's allotment for any fiscal year, beginning on July 1, 1969, must be used for vocational education for handicapped persons who cannot succeed in regular vocational education without special education assistance, or who require modified vocational education.

Although the 10-percent mandate applies only to Title I, Part B, handicapped persons may participate under all provisions of the Act. Other parts of the Act include: (A) General Provisions; (C) Research and Training; (D) Exemplary Programs and Projects; (E) Residential Vocational

Education Training; (F) Consumer and Home-making Education; (G) Cooperative Vocational Education Programs; and (H) Vocational Education Work-Study Programs for Vocational Education Students.

The Vocational Education Section and the Division of Special Education have signed a statement of understanding. The purpose of this statement of understanding is to assure continued and augmented cooperation between the staffs of the Division of Special Education and the Vocational Education Section of the State Department of Education in such actions as the following:

1. Development of provisions in the State Plan for the vocational education of handicapped persons in California
2. Review of applications for funds for programs or projects providing benefits to handicapped persons
3. Development of appropriate programs and project activities to meet the vocational education needs of the handicapped
4. Development of appropriate inservice training of teachers for the handicapped
5. Provision for interdepartmental communication to facilitate program evaluation